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Research & Action Report, Spring/Summer 2015

Wellesley Centers for Women

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Research \ Action

Report

Exploring the Effects of Policies and Labor Market Realities on Women's and Families' Economic Status



Featuring:

Examining Virtual Harassment and Bullying in the College Years • Reflecting on the 20th Anniversary of the U.N. Fourth World Conference on Women • Recent Findings and New Publications

Shaping a
Better World
through
Research
& Action

**Wellesley
Centers for
Women**

Research \ Action Report

spring \ summer 2015

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Centers for Women
is a program of
Wellesley College

From the Executive Director

A world that is good
for women is good for
everyone.™

Research & Action Report is published twice annually by the Wellesley Centers for Women (WCW).

Our mission is to advance gender equality, social justice, and human wellbeing. We shape a better world for women and girls, families and communities through our innovative research, theory, and action.

While women's and girls' perspectives and experiences are at the center of our institutional identity, we recognize that the conditions of women's and girls' lives are shaped not only by their sex and gender, but also by other important factors: race, ethnicity, and culture; social class and economic status; nationality and religion; sexual orientation and gender expression; age and ability status; level of education; geographic context (urban, suburban, or rural); and a host of other factors. We share the conviction that the lives of men and boys—indeed, people of all genders—are as valuable and important as those of girls and women.

We work with the understanding that the change we seek occurs simultaneously at micro and macro levels, encompassing individuals, dyads, families, communities, and society-at-large. Only when social equity and equality, psychological wellbeing, peace, and freedom from violence and want evince for all people will our research and action programs have reached their true aim.

It's hard to believe that I am completing my third year at the Wellesley Centers for Women (WCW). The time has seemed to go quickly and I attribute this to the varied, important work and the meaningful collaborations that I continue to enjoy with my colleagues at WCW and across the globe. It has truly been gratifying and inspiring to work with so many people to help shape a better world for women and girls, children, families, and communities!

As you will read in this issue, scholars and staff at the Centers continue to inform social change through their rigorous studies and thoughtful action programs. They not only undertake research, they share it with policy makers, practitioners, educators, the media, and the public to ensure that more of us are equipped with knowledge to make informed decisions. Furthermore, they design, implement, and disseminate innovative action programs to wide audiences. It is an unbroken circle of activity and influence about which we are quite proud.

Over the course of our 40-year history, WCW experts have contributed substantively to key national and international dialogues and problem-solving efforts, as well as supported local and regional efforts to improve the lives of communities. **Sari Pekkala Kerr**, our senior research scientist/economist, focuses her attention on an important key thematic area of our work: economic security. She is featured in the Q&A (p. 2) which highlights: ways her work in Europe provides labor market lessons for the U.S., teachings of family-friendly policies for work places, and new work underway on characteristics of effective entrepreneurship leadership.

In the strategic plan we released last fall, we talked about growing the next generation of senior scholars at WCW. An example of somebody whose work has blossomed right under our own roof is **Linda Charmaraman**. Currently a research scientist, she came to WCW as a post-doctoral scholar in 2006 and has been developing her expertise in the areas of adolescent identity and media influence ever since, receiving grants to pursue her independent work. Her commentary (p. 6) reflects a current and ever-changing aspect of society—social media—and how it affects adolescents'

and emerging adults' relationships, sense of self, and wellbeing. Her work will continue to expand, under the aegis of the Benenson Award that she recently received from WCW, to examine how media influence women's and girls' ideas about work and opportunity.

Many of you may have noted that this year is the 20th anniversary of the U.N. Fourth World Conference on Women and its outcome document, the Beijing Declaration and Platform for Action. What a victory for women and girls worldwide! At WCW, we commemorated this event in May with a dynamic panel featuring **Susan McGee Bailey, Peggy McIntosh, Dulce Natividad, and Filomina Steady**—scholars who all attended the Beijing conference in 1995. I invite you to read more about this on page 20 and, even more excitingly, download or listen to the audio at www.wcwonline.org/BeijingPlus20. In my commentary for this issue (p. 8), I review our progress since the Beijing Declaration and Platform for Action, noting gains, losses, and new developments currently shaping the discourse around the themes enshrined in the document. I hope that you, too, will take time to think about how far we've come and what we still need to accomplish.

I'm glad to say that summer has arrived in Wellesley, MA, but it is not a quiet time for us at WCW! As a premier women- and gender-focused, social-change oriented research-and-action institute, our work never stops. I will share more exciting news in our Fall/Winter issue about new work underway in Ethiopia for which more data is becoming available (p. 20), and I'll also introduce you to two new scholars whose work shines a light on critical gender-based violence and justice issues for girls and women. Stay tuned!

Thank you for learning with us, sharing our work, and supporting our mission. ■



Layli Maparyan, Ph.D.

Katherine Stone Kaufmann '67 Executive Director

Sari Pekkala Kerr, Ph.D., arrived at the Wellesley Centers for Women (WCW) in 2010 as a deeply experienced senior researcher/micro economist. Her expertise and research accomplishments have significantly broadened the Centers' reach into the economic implications of various government policies and marketplace realities, often with a particular focus on gender. As a *micro* economist, she typically studies the effects of such policies and realities on the lives of individuals, families, and children. She also brings to her work in the U.S. significant contributions from her continuing research of related issues in Europe, especially her native Finland. As a social democracy, that nation maintains a vast body of demographic statistics that has enabled her to study and quantify effects of various policies on millions of specific individuals. In some of her current work in the U.S., she seeks as far as possible to achieve an analogous breadth of scope.

When you first came to WCW, you believed that your research in Europe could provide labor-market policy lessons for the U.S. Have you found this to be true?

Yes, in a number of cases. Recently we did an intervention in Finnish high schools where we provided information to graduating students about employment opportunities and salaries related to the fields of further education they were considering, and then checked for resulting changes in their choices. The results showed very clear gender differences emerging in their choices and in the factors, including the information we had given them, that went into these choices. I think those results will be very relevant here as well; we can see very similar choices made by U.S. students.

I've also been working on labor market polarization. In Finland we seem to be losing a lot of mid-level jobs that previously provided nice middle-class incomes, while more and more jobs are being created at the lower end of the job spectrum. This is also happening in the U.S., but here we don't always have very good data to study that phenomenon. So we can use some Finnish data to try to understand, for example, whether this is happening because new firms are entering the market while some firms are exiting, or whether existing firms are changing their job structure and out-sourcing some of their jobs. It will be very informative to see what the actual dynamic process is behind the job transformation.

And then of course there's the parental-leave work that we have initiated in Finland and that I'm working on now in the U.S. There are many lessons that can be taken from the Finnish experience.

Let's talk about that work on parental leave that you've started in this country. What are the most important findings from your U.S. research?

The Family and Medical Leave Act [FMLA] of 1993 entitles many U.S. employees to take up to 12 weeks of job-protected, unpaid leave for medical or family reasons. What emerged from our research was a very uneven picture of who actually has parental leave available through their work, who is able to take it if it is available, and how long such women will stay on leave. It turns out that mostly fairly high-income women are actually able to take any advantage of it.

If you look at women in, say, four buckets according to their family income, then the upper two buckets are doing fine and the lower two buckets are not doing well at all in terms of the availability of leave and the ability to use it. A lot of lower-income women work multiple jobs and don't have enough hours in any given job, or their periods of employment have been too short to make them eligible for the leave. Even if they are eligible, this is unpaid leave, so many

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women cannot take advantage of it because they're living paycheck-to-paycheck without any financial cushion to fall back on.

So what are needed are more *paid*-type leaves. A few states have already instituted a version of paid leave; and a lot of firms across the country actually do have paid leave available, although not necessarily for all their employees.

That leads us to new work you've proposed that would examine the results of more family-friendly policies, especially paid parental leave, for firms and their workers. What are your aims with this research, and what makes it different from existing studies?

The goal of our project is to capture data from inside about 500 firms that offer paid parental leave and to follow all their employees over time, to learn what happens for the employees and for the firm. That's what makes this project different. Most people studying parental leave or related issues use data from various U.S. surveys, but most of these are cross-sectional surveys, where you survey one person, let's say in 2015, but the same person won't be surveyed again in 2016. So you just get snapshots of people, and they're in various firms.

But I want to learn what happens over time to an employee who starts with a firm, and maybe two years later has a baby. In a family-friendly firm, is she likely to return after the parental leave? Is she more likely to stay with the firm over a long period of time? Is she having steady salary growth, and any sort of overall career progression? Of course, the parent could be a father, but it's mostly female employees who use these leaves.

I also want to study the effect of paid parental leave on firms themselves. As I've said, many firms actually do have paid leave now; so it must be a good idea for the firms or otherwise they would not be doing this. Employers aren't doing it out of the goodness of their hearts, they're doing it to attract and keep qualified female workers. Recruiting is expensive, it's expensive to lose women who have very specific human capital that they've acquired through their careers, so we might assume the firms are finding it profitable to

offer these leaves. But we want to get a better understanding of how they are actually doing.

You've said a few states have some type of paid parental leave—what's happening federally?

I was in Washington, D.C. before Christmas and was invited to visit, just socially, the Department of Labor. I got to talk to the Secretary of Labor for a little while, and their chief economist as well; and paid parental leave is very high on their list of concerns. They were highly supportive, they were interested in my research, but they were not very hopeful that any kind of federal legislation could be passed, believing that it would be more a state-by-state effort. California, New Jersey, and Rhode Island now have paid-leave policies, and I'm sure more and more states are going to follow suit.

And the more we show evidence that this is good for firms, the more likely it is that the policy will spread. If you have a ton of research showing that this is good for the children and good for the mothers, but you don't have research showing that it's actually not that detrimental to the firms, it's not likely to make much headway. Understandably, such a policy is hard for small firms. But once we've got good data from firms, we can start the discussion. If it is detrimental to some firms, how can we structure it in such a way that it doesn't impact them too negatively?

How will you do this research?

We won't begin with 500 firms! We're starting a pilot part of the project working with about 30 firms from the *Working Mother* Magazine's list of "100 Best Companies" to work for, calling them the family-friendly firms. First we need to confirm what their family policies are. We'll learn what we can from available documents, and then try to have a two- to five-minute phone interview with each head of Human Resources [H.R.] to confirm that this is in fact the way their policies operate. For help with introductions to these people, we may even use the Wellesley College network; I've found that there's someone from Wellesley at every large firm. Wellesley women are everywhere—even

“...the more we show evidence that [paid parental leave] is good for firms, the more likely it is that the policy will spread. If you have a ton of research showing that this is good for the children and good for the mothers, but you don't have research showing that it's actually not that detrimental to the firms, it's not likely to make much headway.”

in the Department of Labor! We'll tell each H.R. person, "We're doing research and your firm has been deemed one of the best places for women to work. Could you confirm for us that the company policy is such-and-such?" Ideally we will ask only simple yes or no type questions, and obviously we won't use any of the firms' names in our research.

Then what? How are you going to get data about these firms' employees over time?

Then I'll go into the confidential, very detailed firm-worker-level data in the U.S. Census Bureau's Research Data Center system, using the data center right here in Cambridge [MA]. I can find my family-friendly firms and comparison firms in there. The data in that system is just unbelievable. You can follow every single person over time—not by name, of course, the social security numbers are all encoded, so I never see any of them. And you can link people across data sets, so I can have Decennial Census data that can be linked into the firms' employee-level data sets, and so on. It's absolutely perfect data. There's unlimited potential in those data for following firms and people over time and doing everything from creating useful graphs to using state-of-the-art econometrics.

Why hasn't this wonderful data source been used for this kind of research before?

There are two reasons. First, most people don't have access to it. Theoretically, it's accessible to any researcher who wants to undertake research using those data. But you have to have "special sworn status" with the Census Bureau, and then pass a full background check. You must also have a research proposal that is approved by the Census Bureau and the IRS. I think it's a two-year-long process until you finally get access, and then there's a big learning curve involved. You need specialized programming skills in order to operate in that environment.

You said there were two reasons this Census Bureau data hasn't been used before for this kind of research. What's the second?

Another big challenge is that this is exploratory, trial-and-error work. Those data sets are gigantic. Some of my regressions have maybe 80 million people in them! That's exciting, but until I start really doing something serious, I can't know exactly what's going on. Maybe we can learn something totally different, or maybe we can confirm that what we thought is true is actually true, using data that are much more extensive and detailed. Luckily the NSF [National Science Foundation] and other foundations have understood this about what I am proposing. And the project is going to teach every other researcher something as well.

There's a lot to do. Fortunately, I have lots of experts working as my co-authors with me. And if I can't get some things done, better people can get it done with me.

But I suspect you're known as someone who can make things happen.

Actually, some people have said that about me, that they trust I can make things happen. The main thing is to convince the people who have the funding. Once you've shown one organization that you can get things done, it gets easier to convince other people as well.

On another subject: A couple of years ago, you were invited to present on a U.S. Department of Labor panel commemorating the 50th anniversary of the President's Commission on the Status of Women. What did your paper highlight?

The subject was that research I mentioned earlier in which we asked students in their last year of 60 Finnish high schools about what further education and degree programs they were anticipating, and why. Were they considering the future employment prospects and salary probabilities of their choices? What were their attitudes toward risk? We learned up front that a lot of girls are going into education, humanities, or some type of social science, whereas boys are more inclined to

say engineering, business education, law. We also learned that girls were more likely than boys to have over-predicted what their future salaries would be.

Then we gave them information about their prospective employment opportunities and average salaries, and checked for changes in their opinions. We found that for both boys and girls employment prospects and salary matter; it's not true that girls don't care about those things. But girls actually care more about their *interest* in their future fields than the boys do. If boys from low-income geographical areas were negatively surprised about the salary probabilities in their future fields, they were more likely to switch to higher-paying degree programs. But girls didn't budge a little bit! They hadn't gone to university yet, they were still six or seven years out of the labor market, and already there was your gender pay gap!

By the time boys and girls are high school seniors, they're fairly set in their ways. If we want to make a difference, we need to do something much earlier. For example, there's a big push to get girls into STEM [science, technology, engineering, and mathematics], but it will need to happen very, very early.

You're also beginning new work on entrepreneurship, looking at various features of individuals who found firms. What do you hope to learn?

We have at least two distinct streams of research. The first is related to immigrant entrepreneurs. There are a lot of policy efforts at the federal level, White House level, and state and city levels, to attract skilled immigrant entrepreneurs into the U.S. to found firms. Different visa categories have been created—for example, there's a "million dollar green card." Somebody who invests a million dollars in a firm in the U.S. gets an automatic green card. But we don't really know anything about the effects. Let's figure out how many immigrant entrepreneurs there are, where they go, what kinds of firms they found, how many jobs they create—from the point of view of the funder, the NSF, job creation is actually the most interesting part. And what is the actual impact on the economy? Are those new jobs good jobs? Who gets them? How well do

$$y_i = p_{i1} E_1 + \sum_{j=2}^{J_i} \left[\prod_{n=1}^{j-1} (1 - p_{in}) \right] p_{ij} E_j$$

they pay? Are they all in Silicon Valley? So this work will focus on labor-market and regional-growth impacts of immigrant entrepreneurs.

There will be a side piece focusing on the *innovation* of immigrant entrepreneurs. We've already found that high-skilled immigrants are responsible for a very large share of U.S. patents. So they're innovative, but if they've started their own firms, how does that contribute to U.S. innovation?

In the second stream of research, we were approached by another foundation interested in the characteristics of new firms and founders in general. It may be hard to believe, given the current hype about start-ups, but in fact there's been a steady decline in the start of new firms in the U.S. Part of the question is, what is that related to? Is it natural, since the population is aging? We want to research what has happened over the past 20 years—perhaps 1991 to 2011—in terms of characteristics of the founders. Is it the same kind of people always founding firms, or are the new founders different? How are their characteristics related to the firms' ability to survive over the long run, to grow?

The foundation wants to measure not just things like the age and gender and education of founders, but also their innate thinking. Of course there's no data set, no census anywhere in the world that would tell us anything like that. But luckily my co-author and I have a relationship with the huge Cambridge Innovation Center, which claims to house "more start-ups than anywhere else on the planet." Its founder has very kindly agreed to allow us to go into the Center and actually work with

the new founders who are currently based there. The Center has also surveyed every firm that has ever been there and has different kinds of data that they'll allow us to use.

This work will be innovative and combines a lot of things that I haven't seen done before, so it'll be fun; and highly publishable and highly presentable work should come out of it.

You've done so much dynamic work on education and immigration policies—work that you've published or presented at major national and international conferences. What other key findings do you think have important policy implications?

Here's one thing from the immigration work. A sort of anti-immigrant lobby argues that we're already bringing in too many high-skilled immigrants who take jobs away from qualified U.S. workers. Then there's a pro-immigration lobby of firms like Microsoft and IBM that say they can't find enough qualified people. So we actually looked at this at the firm level—do we see high-skilled young immigrants replacing native employees when they arrive?

We found that for the most part, no, the firms seem to be using the immigration programs to grow, they're not using them to replace anyone. There is a small effect in certain types of firms where it looks as though older native employees are more likely to leave, but we can't tell whether these older workers are leaving first and then the firms are finding young immigrant workers to replace them, or whether it's the other way around. Or whether

the leaving is voluntary or involuntary.

But we don't find that there's any large scale replacing of educated U.S. workers by these young high-skilled immigrants. Immigration policy is one of those hot potatoes that nobody wants to touch, so our finding is helpful. It actually has been cited a fair bit in the press, so I know it's having some impact in the debate.

The WCW is interested in expanding its economics-focused research; why is such an investment so important to WCW's portfolio of work?

A lot of today's economic work is related to women and their careers and to the family-friendly policies of firms, and/or to entrepreneurship. It's interesting work, it's time-consuming work, and proximity matters. It would be very helpful to have someone local to bounce ideas off of, and to work with on grant proposals. Economics funding seems to be fairly robust; if you have innovative ideas, it's not hard to get funding. And Wellesley College has obviously a great economics presence. Economics is the largest major on campus, and there are wonderful economics students to work with, wonderful faculty to collaborate with. And there's a lot of demand for this kind of work right now. ■

This article, contributed by Susan Lowry Rardin, was made possible through support from the Mary Joe Gaw Frug Fund.



Sari Pekkala Kerr, Ph.D. is a Senior Research Scientist/Economist at the Wellesley Centers for Women (WCW) whose work and teaching focus on economic impacts on families, education, labor markets, and immigration, both in the U.S. and in Europe. In addition to having worked

at the Government Institute for Economic Research in Helsinki, Finland and served as a private-sector economic consultant in the U.S., she has been an adjunct professor or visiting scholar in the economics departments of Massachusetts Institute of Technology, Boston University, and the University of Kent at Canterbury. Kerr is active in academic and research communities and policy-advisory groups on both sides of the Atlantic. She has published and lectured extensively and just finished teaching two courses at Wellesley College. Her academic credentials include a University Diploma in Economics from the University of Kent at Canterbury and an M.A. and Ph.D. from the University of Jyväskylä.

Virtual Harassment & Bullying in the College Years

Given the immense public attention on cyber bullying amongst teens and that social media is intricately tied to adolescent daily behavior, it's not surprising that the vast majority of studies on cyber bullying are conducted on youth under 18. A recent review¹ found that the highest incidence of cyber bullying in youth occurs during seventh and eighth grades—incidence that increases from elementary school, but decreases into the high school years. One might predict that since cyber bullying wanes in high school, that in college it would *continue* to wane. It was only until Pew's recent study on online harassment in 2014—which demonstrated that the cyber harassment rate in young adults aged 18-24 can reach rates as high as 70 percent—that we can now see that young adulthood deserves more attention, academic inquiry, and public scrutiny.

Incidentally, measures on cyber bullying often only include benign annoyances that do not seriously impact others, whereas more severe and threatening types of cyber harassment aren't often included in studies. It's difficult to precisely determine prevalence (estimated at four to 72 percent) because there is no congruent and consistent definition of cyber bullying or cyber harassment across all studies. The U.S. Department of Justice's Supplemental Victim Survey (part of the National Crime Victimization Survey) conducted in 2006² and the more recent National Intimate Partner and Sexual Violence Survey³ are the two largest and most representative national surveys of adult victimization that contained any form of cyber harassment. However, they each had only one or two questions on *cyber stalking*, rather than being able to capture which *specific types* of cyber bullying or harassment are present and in *which* populations. I believe that conducting prevalence studies within young adults, using measures that fully capture the broader range of digital offenses (i.e., sexualized, threatening, mob-based, or illegal), is critical.

I think that understanding how to combat cyber harassment requires us to shift the focus from one vulnerable population (minors under age 18) to another often misunderstood age subgroup—"emerging adults." During ages 18-25, older adolescents often try on different adult roles and expose themselves to new experiences that turn into enduring choices about love and work⁴. Specifically looking at those who continue with formal education, I hypothesize that there could be upswings in digital abuse during the precarious life transition of graduating high school and leaving behind old networks to form new networks in college, at times in a new town and under a new roof. Also, different subgroups of college students can experience various types of online abuse (e.g., non-threatening and threatening, sexualized or non-sexualized). This new context in higher education can bring not only social challenges (e.g., fewer online restrictions, sexual discovery, peer pressure), but also increased access to high-tech devices, as well as to peers who have the know-how to pull digital pranks which can be used maliciously (e.g. hacking into someone's

social media page) for digital abuse. In our own emerging work on cyber harassment, we were able to explore some questions about cyber vulnerabilities across subgroups that have had limited examination.

Media & Identity Study—Identifying underreported vulnerability

Funded by the Wellesley Centers for Women (WCW) 35th Anniversary Fund and a Robert Wood Johnson New Connections grant, our research team's objective was to understand how media shapes the lives of our participants, particularly through online social networking. The cross-sectional online study^{5,6,7} involved innovative recruitment techniques to survey over 2,000 12-25 year olds from more than 140 schools in 47 states. Our mean age was about 19 years old, which meant that our data primarily addressed the college years. We explored different types of digital abuse such as spreading rumors, posting mean comments, receiving unwanted sex talk online, as well as if there were any significant associations with type of educational institution, race/ethnicity, socioeconomic status, and/or depressive symptoms.

Type of college environment

Students attending public institutions, particularly community colleges, experienced significantly more cyber bullying than those attending private ones. Being cyber bullied and receiving unwanted sex talk online were significantly associated with being sad, particularly among those attending public colleges/universities. I question whether perhaps at public institutions, due to the typically large size and high student/staff ratios, there is lack of social support regarding cyber harassment, therefore, a tendency toward feeling defeated





that anyone can help. Conversely, at private institutions, maybe there are more restrictions on cyber rules of engagement amongst the student body or more mental health services and tailored policies that can address incidents as they occur.

Racial/ethnic disparities

Within college populations, the average enrollment of African American (15 percent), Hispanic (14 percent), and Asian American (six percent) students means that participants from these racial/ethnic groups can often be too low⁸ to warrant racial/ethnic disparity analyses. Even nationally representative surveys of Internet and/or media use, such as the Kaiser Foundation media survey⁹ and the Pew Research on Internet¹⁰, are often unable to report on group differences for smaller racial groups, namely Asian Americans, Native Americans, and those who identify as mixed race because of their “representative” recruitment/sampling procedures. For our national online study we were able to recruit a large enough sample to detect that, for example, Asian Americans in our sample experienced significantly more cyber harassment compared to White, Black, Hispanic, and Biracial participants, and that White participants showed the lowest levels of cyber victimization. I believe that future research on digital abuse should include oversampling methods to recruit more racial/ethnic minority participants in order to increase knowledge about prevalence in overlooked subpopulations.

Socioeconomic divide

Finally, our study found that the lowest levels of mother’s education as well as low perceived socioeconomic status were both significantly associated with more cyber bullying victimization and experiencing unsolicited talk about sex online. Research shows that low-income

people are more likely to be stalked¹¹ and households with the lowest income levels are four times more likely to experience domestic violence than wealthier households¹², so it’s essential that studies on digital abuse should *not only* be conducted in traditional four-year research-heavy graduate-level institutions, but also reach with college students on the lower to mid-range of the socioeconomic strata. Including community colleges in urban areas for instance—an under-resourced and understudied population with wider ranges of age, life experience, marital and parenting status, nationality, disability status, and non-traditional educational backgrounds—would make such examinations more comprehensive and meaningful.

The inability to ascertain which are the most crucial ages or life transition points when cyber harassment is at its peak during the young adult (collegiate) years leaves academics and practitioners with uncertainty to whom and when to direct resources and support services. Generating cyber harassment research results targeted for college students could then be reported to on-campus health centers for prevention and intervention planning purposes. Collegiate institutions would be better informed as they tailor their guidelines on screening for mental health services as well as student disciplinary codes regarding cyber harassment amongst students. I am committed to developing new means of examining the global technological revolution that can include unfortunate consequences such as increased digital abuse. It is my aim to forge new collaborations to find practical and effective solutions to invite serious community dialogue and improve human wellbeing both online and offline. ■

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Linda Charmaraman, Ph.D. is a Research Scientist at the Wellesley Centers for Women, where her inquiries focus on adolescent media use, bullying and sexual harassment, sexual health and healthy relationships, racial/ethnic identity development, positive youth development, youth program improvement, and drop-out prevention.

¹ Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior*, 26, 277–287.

² Baum, K., Catalano, S., Rand, M., et al., (2009). Stalking victimization in the United States. U. S. Department of Justice. Available at <https://www.victimsofcrime.org/docs/src/baum-k-catalano-s-rand-m-rose-k-2009.pdf?stfrsn=0>.

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Commentary *by Layli Maparyan, Ph.D.*

Remembering Beijing: Reflections on the 20th Anniversary of the Beijing Declaration / Platform for Action and CSW59

This year we commemorate the 20th anniversary of an important milestone in the history of the global women's movement: The Beijing Declaration and Platform for Action (BPfA). The BPfA was the outcome document of the U.N. Fourth World Conference on Women, which took place in Beijing, China, in September, 1995, along with the parallel NGO Forum in Huairou, China. The U.N. Fourth World Conference on Women represented the culmination of two decades of international women's mobilizations (in Mexico City, Copenhagen, and Nairobi) and announced the formation of a truly global women's movement. The Beijing/Huairou events were attended by over 50,000 people. Thus, this 20th anniversary is an important time of both celebration and reflection, not only for those who attended the events, but also for all those who care about and work on the issues enshrined in the BPfA.



The BPfA encompassed 12 “critical areas of concern,” including: 1) women and poverty, 2) education and training of women, 3) women and health, 4) violence against women, 5) women and armed conflict, 6) women and the economy, 7) women in power and decision-making, 8) institutional mechanisms for the advancement of women, 9) human rights of women, 10) women and the media, 11) women and the environment, and 12) the girl-child. It is noteworthy how many of these areas overlap, currently and historically, with key thematic concerns and areas of work at the Wellesley Centers for Women!

The Beijing Declaration and Platform for Action (BPfA) advanced the global human rights discourse by establishing the now widely accepted dictum that “women’s rights are human rights” and creating an international framework for the implementation of women’s human rights at the national level across the globe. Viewed together with the 1979 U.N. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), an “international bill of rights for women’s equality,” the BPfA “crystallized normative human rights standards, which are inherent, inalienable, and universal, prioritizing an end to inequality and to discrimination.” It has been referred to as “the most progressive blueprint ever for advancing women’s rights.” (Quotes from U.N. Women, <http://beijing20.unwomen.org/en/about>)

Last year, the U.N. launched its Beijing+20 campaign, “Empowering Women, Empowering Humanity: Picture It!”—a theme and approach that resonate with WCW’s longstanding motto, “A world that is good for women is good for everyone.” (Thank you, Susan McGee Bailey, for that!). This year’s U.N. Commission

on the Status of Women meetings—known as CSW59—focused on a global review of our progress towards the BPfA targets, including gains, losses, and new developments. Let me say a few words about each.

First of all, some impactful changes that have occurred in the global women’s movement context since 1995 should be noted. Some examples include the emergence of the Internet, the rise of transgender identities and politics, the urgency of climate change and other environmental issues, the ascendancy of neoliberal economic frameworks and policies, and the 2008 financial crisis and its after-effects. It is also important to note the launch of the Millennium Development Goals (MDG) framework in 2000, just five years after the BPfA, because it included two explicitly women-and-gender related planks: to promote gender equality (Goal 3) and to improve maternal health (Goal 5). Because of how the MDGs framed and steered the development agenda from 2000 until this year (when the MDGs expire, to be replaced by the U.N.’s Sustainable Development Goals [SDGs] of the Post-2015 development agenda in September), those who identify with the global women’s movement have debated whether the MDGs advanced or constrained women’s and girls’ advancement, since they stockpiled resources with regard to certain objectives and deflected resources away from others. Whether the MDGs were a help or a hindrance, they certainly impacted women and girls in ways that we are still analyzing.

Nevertheless, analysts agree in general that we have made certain notable gains since the BPfA. For example, there have been many legal advances “on the books,” such as the removal of gender discrimination laws and the addition of laws to address violence against women. In

“We are all part of the larger movement for gender equality, social justice, and human wellbeing, and Beijing+20 reminds us of just how powerful we are!”



general, it can be said that we have achieved gender parity in elementary school enrollment and gains for girls in secondary education in many parts of the world. Furthermore, women's participation in the labor force has increased, although with little corresponding improvement of working conditions, prospects for advancement, or equal pay. However, the number and proportion of women in national parliaments has increased in many countries (for example, Rwanda achieved a parliament that was >50% women). Finally, there is evidence that female genital mutilation, child marriage, and forced marriage are all declining, although unevenly.

One of the most widely acclaimed outcomes of the BPfA and its invigoration of the global women's movement has been U.N. Security Council Resolution 1325 on women, peace, and security, which highlights the gendered impacts of modern warfare and institutionalizes women's participation in conflict-resolution, transitional justice, and peacebuilding processes. UNSCR 1325 grew directly out of women's highly visible roles in ending civil wars and rebuilding societies in Bosnia and Liberia. The singular effectiveness of autonomous women's movements is documented in a now widely-cited study by Mala Htun and S. Laurel Weldon, who studied the civic origins of progressive policy change using 40 years of data from 70 countries. They found that feminist mobilization did more to make change benefiting women than either national economic prosperity or the proportion of women in office. This research lets us know that women's movements—specifically, autonomous feminist organizations—are the real drivers of change as we attempt to realize such international instruments as the BPfA and CEDAW. (See http://polisci.unm.edu/common/documents/htun_apsa-article.pdf)

That being said, there are still areas of ongoing challenge. For starters, despite efforts mobilized as a result of the MDGs, maternal mortality is still unacceptably high with little change over time. In fact, it is increasing in some places, such as the United States, where mothers now die at twice the rate they did in 2000. Additionally, public and private violence against women persists at alarmingly high levels worldwide—a fact that has been made even more visible thanks to the aid of social

media. Sadly, we can also still say that women are limited economically, educationally, and in other ways by their disproportionate share of unpaid care work. And, despite seeming gains, women are still significantly underrepresented at the highest levels of political leadership and their presence in decision-making is limited at all levels.

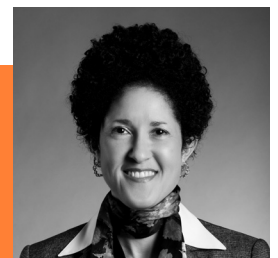
The global women's movement is now faced with new challenges. The global rise of fundamentalism and other ultra-conservative positionalities threatens to roll back women's gains and places thousands of women worldwide in the path of harm daily. Activists worldwide note retrenchment on issues related to sexual and reproductive health and rights (SRHR) and sexual identity/gender identity, observing that many countries that were once hospitable in these areas have become more conservative and regressive since 1995. Then there is the accelerating global economic polarization (often popularly referred to as “the one percent vs. the 99 percent”) exacerbating the feminization of poverty. The digital divide is creating new issues for women and girls, even as more and more people obtain access to the World Wide Web. Lately, the media has showcased an alarming rise of racism and xenophobia in the U.S. and globally. And, sadly, women and girls who experience multiple and intersecting forms of discrimination or marginalization are still at the bottom—their experience has changed little since 1995.

One interesting and potentially hopeful development is proliferation of social and ecological movements. Today, women's movements intersect with environmental movements, those for racial, religious, or cultural justice or indigenous rights, justice around sexual orientation and gender expression, disability rights movements, activism for economic justice, food security, and more. Yet, one inherent risk in this proliferation is that there

is an accompanying lack of coordination in these movements—a failure to align and amplify one another's efforts and highlight shared goals. Indeed, at times we observe competition among movements rather than a unified and harmonious press for ending all forms of oppression, marginalization, and violence.

One of my aims as Executive Director of the Wellesley Centers for Women is to make sure that our work—research, theory, and action—contributes to solution-making at global, national, and local levels. As an officially recognized NGO of the U.N. with special consultative status, it is important for members of our community to be involved in key dialogues—inside and outside the U.N. To this end, we direct our work towards policymakers, media outlets (traditional and social), and other key change-makers. You can help us by tuning in to the research, theory, and action projects of ours that interest you, and by bringing them into your own conversations at whatever tables you sit. We are all part of the larger movement for gender equality, social justice, and human wellbeing, and Beijing+20 reminds us of just how powerful we are! It's time once again to take leadership and accelerate social change! ■

Layli Maparyan, Ph.D. is the Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers for Women. She facilitated a panel, “Twenty Years since Beijing: Reflections from the Fourth World Conference on Women,” in May 2015; audio recordings of the panel are available online: www.wcwonline.org/Beijing20



Spotlight on New Funding & Projects

Immigrant Entrepreneurship, Innovation, and Job Creation

Project Director: Sari Pekkala Kerr, Ph.D.
Funded by: National Science Foundation

This project examines the role of immigrant entrepreneurs in fostering innovation, creating jobs, and growing the U.S. economy. It identifies how skilled immigrants choose to start firms, what the effects are for overall U.S. innovation and employment, and which specific geographic areas and industries are most affected by the process. The results reveal entirely novel information that is of significant importance both for the public discussion on the impacts of immigration, as well as for actual science and innovation policy making and design of immigration programs.

Segregation and Job-to-Job Mobility

Project Director: Sari Pekkala Kerr, Ph.D.
Funded by: Institute for Social Research, University of Oslo (with Norwegian Research Council)

This sub-project draws on an ongoing collaboration between the research partners, where Erling Barth, Ph.D. and Claudia Olivetti, Ph.D. use Norwegian time-use survey data to study the effect of performance pay on the allocation of tasks within the household, and where Barth, Kerr, and Olivetti have started analyzing worker mobility and earnings in the U.S.-linked employer employee data; both examples of work that will also benefit this project.

New Firms and Founders: Characteristics of Entrepreneurs in the United States

Project Director: Sari Pekkala Kerr, Ph.D.
Funded by: Anonymous Funding Source

This project will produce detailed new information on the demographic characteristics and personality traits of founders who are responsible for creating new U.S. firms and generating jobs. The project relies on both large national data sets as well as experimental evidence from Cambridge Innovation Center (MA). The results are of significant importance both for the public discussion on the impacts of entrepreneurship as well as for actual policy making and the design of local and national programs.

Hey NHS . . . How are you?: Addressing Depression in the Natick High School Community

Project Director: Tracy Gladstone, Ph.D.
Funded by: The Leonard Morse Grants Panel of the MetroWest Health Foundation

This comprehensive program will begin with a concentrated effort to increase mental health literacy in the Natick (MA) High School community, and to prepare the community for a broad-based screening and intervention approach to the problem of youth depression/suicidal behavior. Then, with parental permission, all teens in the Natick High School community will receive a phone call to screen them for depressive symptoms and for an indication of suicidal behavior. Teens who are in need of immediate intervention will be connected with local mental health resources; teens who endorse current depressive symptoms and/or a past history of depressive disorder (i.e., “at-risk teens”) will be referred to an open trial of an Internet-based depression prevention program. All referred teens will be followed with periodic assessments of symptoms and service utilization.

Improving Two-Generation Approaches for Children and Family

Project Director: Layli Maparyan, Ph.D.
Funded by: W.K. Kellogg Foundation

The Wellesley Centers for Women has been commissioned to prepare a white paper and two research reviews that will frame the W.K. Kellogg Foundation’s approach to two-generation strategies related to advancing family economic security and children’s education and learning simultaneously. At the heart of these papers will be the Kellogg Foundation’s historic focus on addressing structural inequity in the areas of race and economic status, with community solution-building at the center.

Afterschool Matters Initiative

Project Director: Georgia Hall, Ph.D.
Funded by: Robert Bowne Foundation

The Afterschool Matters Initiative includes the National Afterschool Matters (NASM) Fellowship Program and the *Afterschool Matters Journal*. New funding has been received from the Robert Bowne Foundation for the National Institute on Out-of-School Time’s (NIOST) continued work on this initiative. The NASM Fellowship is an intensive professional development opportunity in which out-of-school-time (OST) professionals from a range of youth-serving organizations and experiences engage in a facilitated inquiry-based experience to enhance their own practice and improve program quality and experiences for children and youth. Based at NIOST, the program works in partnership with the National Writing Project (NWP). Fellows participate in facilitated virtual meetings over the course of two years to produce products such as manuscripts for publication, conference presentations, blogs, or recorded webinars. Prior to 2015, fellowships occurred locally in Minneapolis, MN, Philadelphia and Pittsburgh, PA, San Francisco Bay Area, CA, and Seattle, WA. (New York and New Jersey’s fellowships are still in operation in 2015.)

The *Afterschool Matters Journal* is a peer-reviewed journal that is produced semi-annually and highlights the work of OST researchers, NASM Fellows, OST practitioners, and other related professionals. The *Afterschool Matters Journal* is dedicated to promoting professionalism, advancing scholarship, and shaping policy in the OST field.

Digital STEM Badge and Assessment Project

Project Director: Georgia Hall, Ph.D.
Funded by: Noyce Foundation (with Providence After School Alliance)

The National Institute on Out-of-School Time will develop and pilot a science, technology, engineering and math (STEM) digital badge that connects existing student assessments with CitySpan’s web-based program management tool.



Evaluation of “BridgeUp: STEM”

Project Director: Georgia Hall, Ph.D.

Funded by: American Museum of Natural History

The National Institute on Out-of-School Time is serving as the research and evaluation study partner to BridgeUp: STEM an initiative of the American Museum of Natural History (AMNH) in Manhattan, New York. The focus of the study will be on the delivery of Computational Science (CS) and science, technology, engineering, and math (STEM) learning experiences in the context of the education, science, and research resources of the AMNH to a cohort of New York City high school girls. The study includes both summative evaluation components along with consultation towards program design and development during the start-up phase. The research team expects the information collected, shared, and translated from this study and consultation to be informative to BridgeUp: STEM and enhance the quality of the initiative’s experiences for participating youth, families, and Museum staff.

Assessing the Professional Development Needs of BPS Early Childhood Programs

Project Director: Nancy Marshall, Ed.D.

Funded by: City of Boston, Boston Public Schools (with Abt Associates)

The primary goals of this project are to describe the quality of Boston Public School early childhood programs in public schools and in community-based programs, and examine the contributions of current Boston Public School initiatives to quality programs.

Additional Funding

Tracy Gladstone, Ph.D. received additional funding from the National Institute of Health for CATCH-IT / PATH project with the University of Illinois. Collaborating with Boston Children’s Hospital, Gladstone also received additional funding from Sidney R. Baer Foundation for both “Understanding and Coping with Mental Illness: Taking Family Prevention to Scale” and “Family Matters: Preventing Adolescent Depression by Treating Parents and Families.”

Georgia Hall, Ph.D. received additional funding from the Robert Wood Johnston Foundation for “Obesity and Chronic Disease Risk Reduction in Out-of-School Time: Crafting a Special Issue of *New Directions for Youth Development*”

Amy Hoffman, M.F.A. received continued funding from Massachusetts Cultural Council for the *Women’s Review of Books* at the Wellesley Centers for Women (WCW).

The **Jean Baker Miller Training Institute** at WCW received gifts from various individuals and supporters.

Nancy Marshall, Ed.D. provided analyses of Peabody Picture Vocabulary Test PPVT-4 and Phonological Awareness Literacy Screening PASs data to Nurtury.

The **National Institute on Out-of-School Time** (NIOST) at WCW received support for training, technical assistance projects and continuing evaluations from Wyoming Afterschool Alliance, Minnesota Department of Education 21st CCLC, Belle Chasse Academy, Denver Public Schools, Capitol Region Education Council, City of Philadelphia, Parks and Recreation Department, Boston Public Schools, New Jersey School-Age Care Coalition, Reebok International, YMCA, Boston After School and Beyond, Thompson Island Outward Bound, Providence After School Alliance, the American Museum of Natural History, and City Connect Detroit.

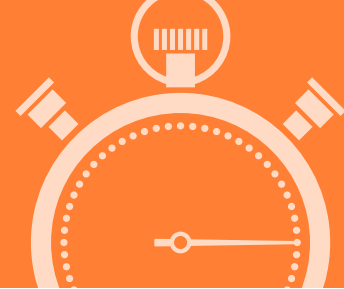
The **Open Circle** program at WCW received various gifts from friends and supporters of the social and emotional learning program.

Joanne Roberts, Ph.D. provided Environmental Rating Scales (ERS) Observations and Data Collection to EEC for their Quality Rating and Improvement System (QRIS). Dr. Roberts also received continuing support under a Providence Plan grant from the U.S. Department of Education Investing in Innovation (i3) for “Empowering Families”. With the University of Massachusetts Donahue Institute, Dr. Roberts provided support to EEC for their Quality Rating and Improvement System (QRIS) validation study.

Wendy Robeson, Ed.D. with **Nancy Marshall**, Ed.D. provided Peabody Picture Vocabulary Test PPVT-4 and Phonological Awareness Literacy Screening PASs PreK training to Nurtury. Robeson received continuing support from Thrive in Five of United Way of Massachusetts Bay and Merrimack Valley for both “Boston Quality Inventory 2013: Community Early Care and Education Programs” and “Ready Educators Pilot: Linking Program Improvement to Child Outcomes.”

Nan Stein, Ed.D. consulted with the University of Pittsburgh for the National Institutes of Health-funded project “Emergence of Gender Inequitable Practice in Adolescence.” Stein also provided *Shifting Boundaries* Training and Consultation to California Coalition against Sexual Assault (CALCASA). Stein received National Institute of Justice consulting contracts to provide training on *Shifting Boundaries* (see page 14).

Short Takes



Acceptances, Appointments, & Recognition

Linda Charmaraman, Ph.D., Research Scientist at the Wellesley Centers for Women (WCW), was accepted into the inaugural cohort of National Institutes of Health (NIH)-funded Scholars of the Mixed Methods Research Training Program for the Health Sciences, jointly based at Harvard University and Johns Hopkins University. The program aims to provide 14 early-stage investigators who have demonstrated achievement in external funding a training program that provides ongoing mentoring and individualized feedback on designing and conducting rigorous and systematic mixed method investigations. This one-year program matches each scholar with a recognized mixed methods expert and an NIH-funded senior mentor-consultant to discuss grant proposals and career trajectories in person, through webinars, and phone consultations. The first in-person week-long training event will be held this summer at the Johns Hopkins Bloomberg School of Public Health in Baltimore, MD.

The National Women's Hall of Fame will induct ten outstanding women this coming October, including **Jean Kilbourne**, Ed.D., WCW Senior Scholar. Kilbourne is internationally recognized for her groundbreaking work on the image of women in advertising and for her critical studies of alcohol and tobacco advertising. In the 1960s, she began her exploration of the connection between advertising and several public health issues, including violence against women and eating disorders. Kilbourne launched a movement to promote media literacy as a way to prevent these problems and has transformed the way in which organizations and educational institutions around the world address the prevention of many public health problems including smoking, high-risk drinking, eating disorders, obesity, the sexualization of children, and violence against women. The Hall is the nation's oldest membership organization dedicated to recognizing and celebrating the achievements of great American women. The Hall seeks

to enhance the public's understanding of American history and culture by showcasing and preserving the stories of pioneering American women whose achievements have enduring value, are of national importance, and have significance both in our country and the world. Learn more about the Hall of Fame, the induction ceremony, and the other awardees by visiting www.greatwomen.org.

Layli Maparyan, Ph.D., Katherine Stone Kaufmann '67 Executive Director, WCW and Professor of Africana Studies at Wellesley College, has been appointed to serve on the Commission on Ethnicity, Race, and Equity, and as Co-chair of the Academic Council's Black Task Force, two committees at the College. Maparyan has also been appointed to serve as a board member of the Global Fund for Women, an organization dedicated to advancing the rights of women and girls worldwide by increasing the resources for and investing in women-led organizations and women's collective leadership for change.

The University of Michigan Injury Center has listed *Shifting Boundaries: Lessons on Relationships for Middle Schools Students*, created by **Nan Stein**, Ed.D., WCW Senior Research Scientist, with Kelly Mennemeier, Natalie Russ, and Bruce Taylor, on its database of evidence-based tools and programs to help injury prevention practitioners implement programs grounded in the best and most current research.

SEED is Growing

The National SEED Project on Inclusive Curriculum (Seeking Educational Equity and Diversity) is active and growing due to the collaboration of many staff members and experienced activist/educators. After almost 30 years under the leadership of Peggy McIntosh, Ph.D., Emily Style, M.A., and Brenda Flyswithhaws, Ph.D., the National SEED Project is deepening and strengthening its roots by bringing together the work and energy of a collective group of co-directors and regional coordinators which reflects the collaborative nature of the work that has been ongoing.

SEED's capacity to train, support and nurture new SEED Leaders is growing, including:

- Under the W.K. Kellogg Grant, SEED has grown from one New Leaders' Week training 20-40 Leaders annually to three New Leaders' Weeks training 110 Leaders in 2015.
- ReSEED will deepen and strengthen the skills of 22 experienced SEED Leaders in Illinois, June 22-24, led by Gail Cruise-Roberson and Jondou Chen.
- SEED New Leaders' Weeks 29A and 29B will train 40-45 new SEED Leaders in California, July 9-16 and July 23-30, respectively, led by Gail Cruise-Roberson, Jondou Chase Chen, Emily Style, Emmy Howe and staff.
- ReSEED will deepen and strengthen the skills of 22 experienced SEED Leaders in Massachusetts, October 8-10.
- SEED Reunion for past and current SEED Leaders and staff in Massachusetts on October 11, led by Peggy McIntosh, Emily Style.
- Six regional networks provide opportunities to gather with local SEED Leaders and continue teaching and learning together:
 - Chicagoland SEED—Motoko Maegawa
 - NYC-NJ SEED—Gail Cruise-Roberson, Patricia Matos
 - N.E. SEED—Emmy Howe, Donald Burroughs, Ruth Mendoza
 - MN SEED—Kari Xiong, Kerwin Bell, (Twin Cities)
 - Kim Dahlen
 - Bay Area SEED—Judy Logan, Chris Dunlap, Marcia Lovelace
 - Northwest/West Coast SEED—Jondou Chase Chen, Becca Chase Chen
- The SEED website and social media pages serve as clearinghouse for resources for SEED leaders:
www.nationalseedproject.org.

Moving Beyond the Carceral State

Erika Kates, Ph.D., Senior Research Scientist at the Wellesley Centers for Women, co-organized with Jennifer Musto, Ph.D., Assistant Professor, Women's and Gender Studies at Wellesley College, a special program, "Moving beyond the Carceral State: Identifying Alternative Pathways for Women and Girls," which was held April 15, 2015 at Wellesley College, Wellesley, MA. Nearly 100 advocates, agency administrators, practitioners, students, and justice-involved women attended



Erika Kates, Ph.D. discussed "Justice-Involvement of Women with Substance Abuse Problems."

the symposium which addressed "mass incarceration" and ways it has entered the American lexicon, as debates centering on the social and financial costs of the carceral state are taking place locally and across the country. Women and girls' pathways into various carceral systems are seldom part of the discussion and the event heightened awareness,

increased knowledge, and initiated action-oriented responses to address the intersecting inequalities that confront justice-involved

women and girls in the United States. Members of the Theater for Social Change, New York City, shared a performance highlighting successes of formerly justice-involved women. The event was sponsored by the Project on Public Leadership and Action, a faculty- and scholar-led, research-focused initiative on the Wellesley College campus.



Layli Maparyan, Ph.D. welcomed advocates, agency administrators, practitioners, students, and justice-involved women.

SEED and Wisconsin Indian Education Association receive grant from Ho-Chunk Nation

The National SEED Project on Inclusive Curriculum in partnership with the Wisconsin Indian Education Association (WIEA) received a \$50,000 grant from the Ho-Chunk Nation Legislature to pilot the Wisconsin SEED Institute—a residential training for 20-25 educators and community leaders, June 14-19, 2015 at Green Lake Conference Center in Green Lake, WI.

For nearly 30 years, the SEED has engaged teachers, parents, and community leaders from all subjects, grades, and geographic locations to create gender fair, multiculturally equitable, socioeconomically aware, and globally informed education. Since 1985, the Wisconsin Indian Education Association has promoted educational opportunities for Indian people in Wisconsin through a unified effort of Indian and non-Indian members interested in the social and economic advancement of Indian people. The goal of this project is to bring the SEED New Leaders Training to Wisconsin, working with the Wisconsin Indian Education Association, to train school leaders, staff, and teachers in districts that serve Native American students and communities to further dialogue towards equitable schools for all students, parents, teachers, and staff. SEED has been piloted in the Black River Falls School District for both school district staff and Ho-Chunk community members as part of its overall goal to furthering inclusion in the District (i.e. in school environments, the curriculum, in classrooms, etc.) and has led to some early positive results. As this project expands, the team aims to promote SEED in other Native-serving school districts.

Twenty-five New SEED Leaders took part in the Wisconsin SEED Institute training in June, led by Brenda Flysworth, Michelle Cloud, Emmy Howe, Barbara Blackdeer-Mackenzie, and Adrienne Thunder. Ho-Chunk Leaders involved in planning this project are: Michelle R Cloud, Culture & Community Education Division Manager Ho-Chunk Nation Education Department; Adrienne Thunder Executive Director Ho-Chunk Nation Education Department; Barbara Blackdeer-Mackenzie Child and Family Services Resource Center Program Supervisor, Ho-Chunk Nation Department of Social Services, with great support from Brian Jackson President and other members of the WIEA.

Activist, scholar, feminist, change maker:
Join the Wellesley Centers for Women in celebrating Peggy McIntosh's lifetime of work on social change

October 10, 2015 • Wellesley College, Wellesley, MA.

Learn more at www.wcwonline.org/CelebratingPeggy or email CelebratingPeggy@wellesley.edu

em-power-ment / the invisible knapsack / white privilege / listening / gender, race, and inclusive education / **Mark your calendar** / storytelling / gratitude / gender-fair, multi-cultural curricula / personal testimonies / life experience / 30 years of the SEED Project / **Saturday, October 10, 2015** / feeling like a fraud / educational equity / authenticity / round-the-circle conversation / relationality / stories & systems / **Join the Wellesley Centers for Women in celebrating Peggy McIntosh's lifetime of work on social change.** / practical theorizing / social justice / deeply personal group work / **Peggy McIntosh, Ph.D.** / life-changing essays / interactive phases of curricular and personal re-vision / privilege systems / **Activist, scholar, feminist, change maker**



Recent & Upcoming Presentations

Sexual Harassment in Schools

Nan Stein, Ed.D., Senior Research Scientist at the Wellesley Centers for Women (WCW), offered training on *Shifting Boundaries* to rape crisis center staff from the California Coalition against Sexual Assault and the California Department of Public Health in Sacramento, CA in April 2015. While in California, she met with students, advisors, and parents from Berkeley High School who are actively involved in an anti harassment initiative at the school, www.stopharassing.org (see photo back cover). With funding from the National Institute of Justice, Stein provided training on *Shifting Boundaries* to: the Connecticut Coalition against Domestic Violence and the Governor's Prevention Partnership in Hartford, CT in April 2015; the North Carolina Coalition against Sexual Assault during its statewide conference in Greensboro, NC in May 2015; and to the Governor's Commission on Domestic and Sexual Violence and the Attorney General's task force on Child Abuse and Neglect in Manchester, NH, speaking at their statewide conference in June 2015. Stein also presented with Gabriella Andruilli, former Wellesley College intern and current Boston University Law School student, "Sexual harassment and gender violence in K-12 Schools: Beyond the law with guerrilla justice and journalism," during the Law & Society Annual Meeting held in Seattle, WA in May 2015.

Depression Prevention

Tracy Gladstone, Ph.D., WCW Senior Research Scientist and Director of the Stone Primary Prevention Initiatives at WCW, served as a guest lecturer at the Harvard School of Public Health in April 2015, where she presented on the preventive intervention research cycle as part of a graduate seminar on High Risk Behavior-Epidemiology and Prevention Strategies. The course focused on understanding developmental and social factors that promote high-risk behaviors, and the development and implementation of preventive interventions. Gladstone presented two of her intervention development studies to illustrate the research cycle stages—the National Institute of Mental Health (NIMH)-funded Prevention of Depression in At-Risk Adolescents study, and the Promoting Adolescent Health (CATCH-IT) study. Also in April, Gladstone was a guest lecturer at Boston University School of Social Work for a class focused on the prevention of depression. She shared details about the NIMH and CATCH-IT projects, as well as the new Hey NHS high school screening program.

"Effects of a group cognitive-behavioral depression prevention program on psychosocial functioning in at-risk adolescents" (Brunwasser, Garber, Weersing, Hollon, Brent, Clarke, Beardslee, Lynch, Gladstone) was presented at the 2015 Society for Research in Child Development Biennial Meeting, Philadelphia, PA, in March. "PATH: Promoting

Adolescent Health Through Internet-Based Primary Care Intervention" (Van Voorhees, Nidetz, Marko-Holguin, Cummins & Gladstone) was presented at Pediatric Academic Societies in San Diego, CA, and "The Effect of Parental Depression on Child Intervention Outcomes" (DiFonte, Gladstone, Diehl & Beardslee) was presented at the Harvard Psychiatry Research Day, Boston, MA, both in April. "PATH: Promoting Adolescent Health Through Internet-based Primary Care Intervention" was presented at the 23rd Annual Meeting of the Society for Prevention Research, Washington, D.C. in May 2015.

Identity and Social Media Use

Sponsored by the Robert Wood Johnson Foundation New Connections program, **Linda Charmaraman, Ph.D.**, WCW Research Scientist, was a panelist in the January 2015 national webinar, "Using Technology to Improve the Health of Underserved Populations," which looked at ways modern digital and information technology can help address health disparities among ethnic minority groups. She featured preliminary results of the Media & Identity Study and discussed how healthcare practitioners and researchers can better understand how particular subgroups use Internet and social media in their everyday lives, in order to develop more effective online interfaces and interventions that reach vulnerable populations. To listen to the recorded webinar, visit www.wcwonline.org/MediaIdentityStudy.

At the recent Society for Research on Child Development annual meeting in Philadelphia, PA, in March 2015, Charmaraman presented on a panel with colleagues from California State University-L.A. and the University of California-L.A. The paper was entitled, "Do age and SES matter? A mixed-method exploration of social media use during good and bad times." As a part of a developmentally focused symposium about social media use among ethnically and linguistically diverse youth, this presentation was co-authored by **Amanda Richer, MA**, WCW Research Associate, and **Bernice Chan**, Linda Coyne



Rape crisis staff from the California Coalition against Sexual Assault and the California Department of Public Health rape crisis staff took part in *Shifting Boundaries* training with Nan Stein, Ed.D.

Lloyd Student Research Intern at WCW. At the May 2015 International Communication Association in San Juan, Puerto Rico, Charmaraman presented on a panel entitled, “From pornography to Facebook: Sexual beliefs, behaviors, and norms in the digital age.” Co-authored with Wellesley College student **Haruka Notsu** and Richer, the paper explores how being connected on Facebook with peers and family members shapes young people’s sexual development and definitions about sex, analyzed using longitudinal data of middle school youth in the greater Boston area. Charmaraman co-authored a recently accepted chapter in an edited book about women of color and social media multitasking and building social networks, organized by professors at Morehouse College and Medaille College. Contributors included Chan; **Temple Price** (former Wellesley Class of ’67 WCW student research intern), and Richer.

▼ Twenty Years since Beijing

The U.N. Fourth World Conference on Women convened in Beijing from September 4-15, 1995, during which the delegates adopted the Beijing Declaration and Platform for Action. In honor of the milestone anniversary, WCW presented, “Twenty Years since Beijing: Reflections on the Fourth World Conference on Women” on May 7, 2015, on the Wellesley College campus, Wellesley, MA. The dynamic panel featured **Susan McGee**

Bailey, Ph.D., former WCW Executive Director (1985-2010); **Peggy McIntosh**, Ph.D., Founder & Senior Associate, National SEED Project on Inclusive Curriculum at WCW; **Dulce Natividad**, Ph.D., Mellon Postdoctoral Fellow in Women’s and Gender Studies, Wellesley College (WC); and **Filomina Steady**, D.Phil., Professor of Africana Studies, WC. **Layli Maparyan**, Ph.D., Katherine Stone Kaufmann ’67 Executive Director, WCW and Professor of Africana Studies, WC, moderated. The panelists shared their experiences from the Fourth World Conference on Women, described ways their participation informed their future work and reflected on how the Beijing Declaration and Platform for Action has impacted the women’s movement, and offered perspectives on what more they think needs to be done 20 years later. To download or listen online to audio from this special panel presentation, visit www.wcwonline.org/BeijingPlus20.

▼ Gender, Race, and Privilege

Last fall, **Peggy McIntosh**, Ph.D., founder of the National SEED Project, spoke about privilege systems to faculty and students at the University of Texas, Tyler, TX. She presented to Scripps College in Claremont, CA and Smith College in Northampton, MA, on strengthening connections between feminist and anti-racist work. She also spoke to the Blue Cross Blue Shield MA Initiative for Community Health Leadership, ad-

ministered by the Harvard School of Public Health in Boston, MA. In November, at the National Race Amity Conference held in Needham, MA, McIntosh gave a workshop on her “Interactive Phase Theory” and **Layli Maparyan**, Ph.D., offered a workshop on “Celebrating Women in The Other Tradition.” At the end of the year, McIntosh consulted to MTV (Music Television) at its New York City headquarters on the network’s intention to produce a documentary film on Whiteness, which was released in June 2015.

In March 2015, Maparyan presented, “Accountability in activism and research,” and Nan Stein, Ed.D. presented, “Good for girls? Good for boys? Or both?” during the International Conference on Masculinities: Engaging Men and Boys for Gender Equality, held in New York City, NY. Recently, McIntosh spoke at Notre Dame de Sion School in Kansas City, MO and at the University of Wyoming’s annual Matthew Shepard Symposium on Social Justice. McIntosh visited Plymouth State University (NH) for its Diversity Institute in April 2015. She also gave the Hakim Lecture at Emmanuel College Boston, MA and presented at the Harvard Graduate School of Education and, in a separate Harvard event, she presented at Adams House, Cambridge, MA.

▼ Relational-Cultural Theory

The **Jean Baker Miller Training Institute** (JBMTI) held its summer Intensive Institute, Radical Empathy: A Practice In Vulnerability and Courage, June 18-22, 2015 at Wellesley College, Wellesley, MA. Mutual empathy is central to the theory and practice of relational-cultural theory (RCT). The development of empathy at a societal level contributes to: stability, reduced violence, more emphasis placed on the education of girls, reduced bullying, to name a few. Although hard-wired to be empathic, the cultural context often dismantles a person’s natural inclination to respond with empathy. While empathy can lead to a sense of being



Pictured from left to right are Layli Maparyan, and “Twenty Years since Beijing” panelists Susan McGee Bailey, Filomina Steady, Dulce Natividad, Peggy McIntosh.

understood or of better understanding another's experience, it can also disrupt established patterns of viewing and interacting with others. Empathy also informs many spheres of our functioning: from programs in schools to the practice of relational awareness; from international peace-building to individual efforts to engage in conflict where empathy is at the core. During the Institute, participants were invited to share relevant, original research based on RCT during a poster session and graduate students were offered a dedicated time to network, share resources, and discuss their work. Learn more at www.jbmti.org.

■ Out-of-School Time

Georgia Hall, Ph.D., Senior Research Scientist at the National Institute on Out-of-School Time (NIOST) at WCW, gave two presentations at the National AfterSchool Association Convention in Washington, D.C. in March 2015. Her presentation, "Advancing Healthy Out-of-School Time: Reaching New Standards," focused on the National AfterSchool Association Standards for Healthy Eating and Physical Activity. The second presentation was during a poster session during which she shared findings from her study, *Girls and Women in STEM* funded by the Benenson Foundation. The title of the poster session was "Parallel Lines: Girls' Trajectories in STEM, and considered the place of gender in implementing STEM activities and curricular in OST programs."

The **NIOST Summer Seminars**, scheduled for July 13-17, 2015 in Boston, MA, offer professional development training to individuals working in afterschool, out-of-school time, youth development, education, extended day, camps, or related fields. This year's sessions focus on APAS, A Program Assessment System for afterschool directors, supervisors, curriculum and education coordinators, and 21st CCLC personnel, that provides technical assistance to out-of-school time programs working on quality improvement, building confidence and skills as Quality Advisors, and gaining knowledge in

using the APAS tools for quality improvement efforts through hands-on learning. The Quality Advisor Training and APAS Quality Practices seminars provide research-based program practices to help create engaging and challenging programming and establish supportive staff and youth relationships. Learn more at www.niost.org.

■ Seeking Educational Equity and Diversity

The **National SEED Project on Inclusive Curriculum** (Seeking Educational Equity and Diversity) facilitated interactive workshops at national conferences focused on equitable multicultural education and addressing issues of systemic oppression, including:

- Diversity Challenge at Boston College, Newton, MA (2014)—workshop led by **Gail Cruise-Roberson**, B.A. and **Emmy Howe**, M.Ed.
- National Association for Multicultural Education (2014)—table and workshop led by Cruise-Roberson, **Jondou Chase Chen**, Ph.D., Howe, **Bob Gordon**, Ph.D., and **Victor Rios**, Ph.D.
- The Creating Change Conference (The LGBTQ Task Force)—table, sponsorship, and workshop led by Howe, Cruise-Roberson, Chase Chen, and **Donald Burroughs**, M.Ed.
- White Privilege Conference 16—table, sponsorships, and workshops led by Cruise-Roberson, Chase Chen, Howe, and **Emily Style**, M.A.

At the American Educational Research Association Annual Meeting in Chicago, in April, **Michelle Porche**, Ed.D., WCW Associate Director and Senior Research Scientist, presented "The National SEED Project: Promoting Inclusive Education and Personal Transformation through SEED Leader Training," (paper by Porche, **Linda Charmaraman**, Ph.D. and **Jennifer Grossman**, Ph.D.) as part of the symposium "Social Justice on the Ground: Strategies for Culturally Responsive School Environments."

Peggy McIntosh, Ph.D. joined SEED leaders Imana Legette, Brian Wise of Charlotte Country Day School, and Chris Avery of Haverford School to celebrate the 325th anniversary of the William Penn Charter School in Philadelphia, PA in October 2014. Later that month, McIntosh co-presented with Anita Hill, J.D. in adjacent keynote speeches at the Association of Independent Schools in New England Conference in Chelmsford, MA.

■ Social Emotional Learning

Open Circle, the social and emotional learning (SEL) program for Kindergarten through Grade 5 personnel, delivers engaging, interactive professional development that combines theory, research, and the practical experience of educators. A program of WCW, OC is registering school staff and parents for the 2015-2016 year. Training topics focus on building, leading, and sustaining SEL in the school and include Core Program; Administrator Workshop; Specialist Workshop; Coach Training; Coach Institute; Sustainability Program; Family Engagement; and Train-the-Trainer. The program's whole-school approach includes all adults in a school community—teachers, administrators, counselors, support staff, and families—learning to model and reinforce prosocial skills throughout the school day and at home. Many programs can be customized to be held in schools or districts. Learn more at www.open-circle.org.

Kamilah Drummond-Forrester, BA, MRC, CAGS, OC Program Manager, and **Peg Sawyer**, M.S., OC Trainer and Coach, presented "Leveraging Diversity in Children's Literature for Social and Emotional Learning" at the ASCD Conference in Houston, TX in March 2015. As part of their presentation, OC developed a new Multicultural Book List, available from the project's website, www.open-circle.org.

At the American Educational Research Association Annual Meeting in Chicago, IL in April 2015, **Michelle Porche**, Ed.D. and **Nancy MacKay**, B.A., OC Co-director,

presented preliminary results of Open Circle implementation, “Collaboration to Enhance Whole-School Social and Emotional Learning for Elementary Students” (paper by Porche, **Jennifer Grossman**, Ph.D., Darcé Costello, **Nova Biro**, Mackay, and Sojourner Rivers), as part of the roundtable “Evaluating the Impact of Social and Emotional Learning Programs on School and Student Outcomes.”

The Social Emotional Learning Alliance for Massachusetts held its fourth Annual Spring Conference at the State House in Boston, MA in May 2015. OC was a sponsor of the event and **Nova Biro**, M.B.A., OC Co-director, served as a conference Co-chair. “We have an obligation to help our young kids be as free as possible in this world by teaching them SEL skills,” said keynote speaker U.S. Congressman Tim Ryan, who has filed a SEL bill in Congress.

■ Special Conferences, Colloquia, and Symposia

Last Fall, **Linda Charmaraman**, Ph.D., WCW Research Scientist, screened her documentary, “It’s Our Time: The empathy gap for girls of color” at a lecture at Northeastern University in Boston, MA as well as at a guest speaking engagement at an event held at the Vietnamese American Community Center in Dorchester, MA. This celebratory event for women and girls was organized by DOVE-Domestic Violence Ended, Inc.

Erika Kates, Ph.D., WCW Senior Research Scientist, presented during the 16th Annual Women, Gender and Sexuality Studies two-day colloquium of St. Mary’s College in Maryland, Gender Goes to Jail. During the March 2015 conference, Kates was one of three scholars engaged in research challenging the prevailing notions of punishment in the U.S. She was invited to give a talk, meet with students, talk to classes, and engage in a roundtable discussion with the speakers. In June 2015, Kates presented a policy paper on women in prison to the Massachusetts Caucus of Women Legislators during a special program on Justice-Involved Women—Issues and Response, held at the State House, Boston, MA.

Lisa Fortuna, M.D., M.P.H. presented “Posttraumatic Stress Symptoms and Relationship to Drug and Alcohol use in an International Sample of Latin American Immigrants” at the IV International Congress on Dual Disorders in Barcelona, Spain in April, co-authored by Zorangeli Ramos Ortiz, Ph.D., **Michelle Porche**, Ed.D., Ye Wang, and Margarita Alegria, Ph.D.

Kate Price, M.A., Program Associate at the Jean Baker Miller Training Institute, presented “Longing to Belong: Relational Risks and Resilience of U.S. Sexually Exploited Children” during the 2015 Graduate Consortium of Women’s Studies-Graduate Student Symposium, Power and (In)Visibility, held in March 2015 at the Massachusetts Institute of Technology in Cambridge, MA. She also presented this lecture during the 11th Social Theory Forum at the University of Massachusetts Boston in April 2015.

WCW Seminars: Listen Online

Wellesley Centers for Women (WCW) scholars offer seminar and panel presentations during which they share their work with colleagues and the general public. The WCW Lunchtime Seminar Series, for example, offers residents and visitors to the Greater Boston area the opportunity to hear, in person, about work by WCW researchers and program staff. Some of the recent programs were recorded and are now available for download or to listen online: www.wcwonline.org/AudioArchive. These include:

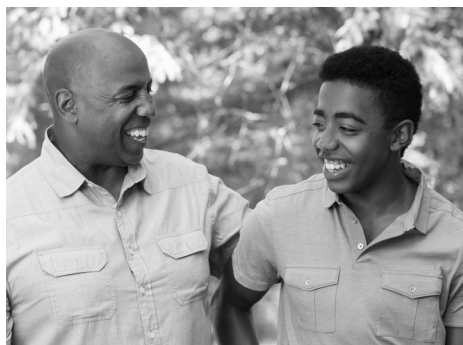
- Communications about Sex in the Nuclear Family and Beyond: How Extended Families Support Teens’ Sexual Health, by Jennifer Grossman, Ph.D., WCW Research Scientist—April 16, 2015
- Finding Answers: A Journey toward Truth and Healing from Child Sexual Exploitation, by Kate Price, M.A., Program Associate at the Jean Baker Miller Training Institute, and journalist Janelle Nanos, M.A.—April 2, 2015
- LGBT Elderly Individuals Living in Rural and Suburban Florida: Policy and Practice Recommendations, by Brian Fuss, M.P.A., WCW Visiting Scholar—March 26, 2015

The Fall 2015 line-up will be posted in mid-summer: www.wcwonline.org/calendar. View other WCW presentations on the WCW YouTube channel: www.youtube.com/user/videoWCW.

New Findings & Publications

Sexuality Communication

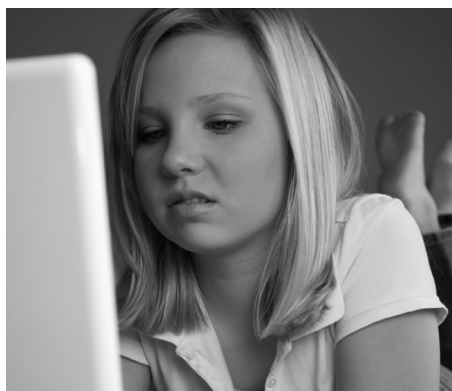
■ The article, “Comparing sexuality communication among offspring of teen parents and adult parents: A different role for extended family,” by **Jennifer Grossman**, Ph.D.; **Allison Tracy**, Ph.D.; **Amanda Richer**, M.A.; and **Sumru Erkut**, Ph.D., was published in the June 2015 issue of *Sexuality Research & Social Policy: A Journal of the NSRC*. This report examined teenagers’ sexuality communication with their parents and extended families. It compared who teens of early parents (those who had children when they were adolescents) and teens of later parents (those who were adults when they had children) talk to about sex. Results showed that teens of early (teen) parents were more likely than teens of later (adult) parents to talk with both parents and



extended family about sex and less likely than later parents to talk only with parents. These findings indicate that realities of teen sexuality communication for teens of early parents may extend beyond a parent-teen model to include extended family. Extended family involvement in educational outreach is a potential untapped resource to support sexual health for teens of early parents.

Internet-based Depression Prevention Intervention

■ “An Internet-Based Adolescent Depression Preventive Intervention: Study Protocol for a Randomized Control Trial,” by **Tracy Gladstone**, Ph.D.; **Monika Marko-Holguin**, M.S.S.; **Phyllis Rothberg**, LICSW; **Jennifer Nidetz**, M.S.W.; **Anne Diehl**, M.P.H.; **Daniela T. DeFrino**, Ph.D.; **Mary Harris**, Eumene Ching, M.D.; **Milton Eder**, Ph.D.; **Jason Canel**, M.D.;



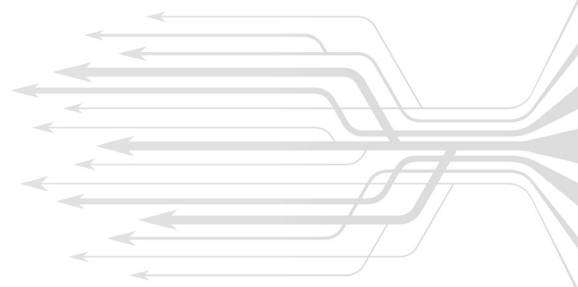
Carl Bell, M.D.; **William R Beardslee**, M.D.; **C. Hendricks Brown**, Ph.D.; **Kathleen Griffiths**, Ph.D.; and **Benjamin W Van Voorhees**, M.D., was included in the May 2015 issue of *Trials Journal*. The high prevalence of major depressive disorder in adolescents and the low rate of successful treatment highlight a pressing need for accessible, affordable adolescent depression prevention programs. The Internet offers opportunities to provide adolescents with high quality, evidence-based programs without burdening or creating new care-delivery systems. The research team developed a primary care Internet-based depression prevention intervention, **Competent Adulthood Transition with Cognitive Behavioral Humanistic and Interpersonal Training (CATCH-IT)**, to evaluate a self-guided, online approach to depression prevention and are conducting a randomized clinical trial comparing CATCH-IT to a general health education Internet intervention. This article documents the research framework and randomized clinical trial design used to evaluate CATCH-IT for adolescents, in order to inform future work in Internet-based adolescent prevention programs. The protocol represents the only current, systematic approach to connecting at-risk youth with self-directed depression prevention programs in a medical setting. Because of the potential for broad generalizability of this model, the results of this study are important, as they will help develop the guidelines for preventive interventions with youth at-risk for the development of depressive and other mental disorders.

Social and Emotional Learning with Youth Outcomes

■ A special report, *Measuring Social and Emotional Learning with the Survey of Academic and Youth Outcomes (SAYO)*, by **Sasha Stavsky**, M.A., was published by the National Institute on Out-of-School Time (NIOST) at the Wellesley Centers for Women in March 2015. Over the past decade, growing evidence has pointed to the unique and positive role out-of-school time (OST) programs can play in the lives of young people. Durlak and Weissburg’s 2007 examination of the impact of youth development programs on personal and social skills has suggested that participation in OST programs is associated with youth’s feelings of self-confidence and self-esteem, positive feelings and attitudes towards school, positive social behaviors, and reduced problem behaviors such as aggression and noncompliance. With this increased recognition has come increased resources for OST programs; with increased resources has come higher expectations for results. A recent report from Grantmakers for Education indicates that the four most common outcomes grantmakers seek for youth through their grants to OST programs are (1) improved academic achievement, (2) increased student engagement, (3) positive youth development, and (4) 21st century skill building. These programs, which typically draw from positive youth development theory, have historically focused their efforts on nurturing the development of a foundational set of social and emotional skills, attitudes, and behaviors in youth that can contribute to youth’s future academic and life successes. This paper seeks to demonstrate how the SAYO tool developed by NIOST and used in the OST field for more than a decade, can measure many of the social and emotional learning competencies of interest to the OST field.

Religiosity and Alcohol Use in Emerging Adults

■ **Michelle Porche**, Ed.D.; **Lisa Fortuna**, M.D., M.P.H.; **Amy Wachholtz**, PhD, MDiv, M.S.; and **Rosalie Torres Stone**, Ph.D. published “Distal



and Proximal Religiosity as Protective Factors for Adolescent and Emerging Adult Alcohol Use” in the journal *Religions*. The paper can be downloaded from www.mdpi.com/2077-1444/6/2/365 and is the first peer-reviewed open access publication from WCW; Porche’s work on this paper was supported by the WCW 35th Anniversary Fund. Data from emerging adults, ages 18–29 in the National Comorbidity Survey Replication Study, was used to examine the influence of childhood and emerging adult religiosity and religious-based decision-making, and childhood adversity, on alcohol use. Childhood religiosity was protective against early alcohol use and progression to later abuse or dependence, but did not significantly offset the influence of childhood adversity on early patterns of heavy drinking in adjusted logistic regression models. Religiosity in emerging adulthood was negatively associated with alcohol use disorders. Protective associations for religiosity varied by gender, ethnicity, and childhood adversity histories. Higher religiosity may be protective against early onset alcohol use and later development of alcohol problems, thus, should be considered in prevention programming for youth, particularly in faith-based settings. Mental health providers should allow for integration of clients’ religiosity and spirituality beliefs and practices in treatment settings if clients indicate such interest.

Special Issues & Chapters

“Changing policy to achieve equity for infants and toddlers,” an article by M.V. Mayoral; Pedro Noguera; Aisha Ray; **Layli Maparyan**, Ph.D.; and Lauren Hogan was included in the January 2015 journal, *Zero to*

Three. This special issue celebrates ZERO TO THREE’s multidisciplinary training event for early childhood professionals by featuring articles from the conference presentations and plenary sessions. The 2014 National Training Institute was held December 10–12, 2014 in Fort Lauderdale, FL, and brought together more than 2,000 professionals from 47 states and 15 different countries. This article focused on strengths-based policies to achieve equity, work that dismantles structures, and changing systems and policies to impact better outcomes.

The chapter, “Understanding and Responding to the Mental Health Needs of Latino Youth in a Cultural Framework,” by Lisa Fortuna, M.D., M.P.H.; Aida Jimenez, Ph.D.; and **Michelle Porche**, Ed.D. will be published in the summer of 2015 by MGH Psychiatry Academy Press as part of the edited book, *Cultural Sensitivity in Child and Adolescent Mental Health* (R. Parekh, editor). Young Latinos have been referred to as the “vanguard of America’s new racial and ethnic diversity.” This chapter provides an overview of how culture and identity are important aspects of mental health among Latino youth. Poverty, parent-child acculturative differences, parent mental health in the context of stressful circumstances, risky environments, inadequate educational opportunities, and barriers to mental-health services all contribute to Latino mental health. Yet, the authors contend, there is tremendous opportunity to support the strengths inherent in this young generation as it strives to successfully navigate and contribute to the realities of an increasingly diverse United States.

Peggy McIntosh, Ph.D., contributed to several recent and forthcoming publications. The chapter, “Realizing Personal and Systemic Privilege: Reflection Becoming Action” is included in *Everyday White People Confront Racial and Social Injustice*, edited by Eddie Moore, Jr., Marguerite W. Penick-Parks, and Ali Michael, Stylus Publishing, Sterling, VA (2015). In her contribution to this anthology of writings by White people, McIntosh discusses her racist upbringing, her journey to understand herself racially, her efforts to see

Whiteness systemically, and her work with teachers to lessen privilege in educational curricula and teaching methods. The chapter, “Deprivileging Philosophy,” included in *I Don’t See Color: Personal and Critical Perspectives on White Privilege*, edited by Bettina Bergo and Tracy Nicholls, Pennsylvania State University Press, University Park, PA (2015), written by McIntosh, faults philosophy for its abstractness and suggests that many more kinds of thinking and many subjects of trains of thought should be honored as philosophical. McIntosh, in the chapter “An Exercise in Understanding Privilege and Disadvantage” in *Clinical Supervision Activities for Increasing Competence and Self-Awareness*, edited by Roy A. Bean, Sean D. Davis, and Maureen P. Davey, Wiley Publishers, Indianapolis, IN (2014), describes a self-awareness activity that uses a directed reading on privilege and a small-group format for discussing unearned disadvantage and unearned advantage in one’s life. This exercise can help clinicians to better understand systemic and individual sources of power and privilege in society. The primary goals of this reflective exercise are to help clinicians understand how clients’ lives are influenced by societal disadvantages and advantages, to encourage a deeper understanding of oneself, and to increase empathy towards clients.

Essays & Blogs

Amy Hoffman, M.F.A. contributed the essay, “Critical Thinking from Women,” to the new anthology, *The Little Magazine in Contemporary America*, edited by Joanne Diaz and Ian Morris, from University of Chicago Press (2015). The essay discusses the history and mission of *Women’s Review of Books*.

Ellen Gannett, M.Ed., contributed the article, “Community College Proposal Not Enough to Transform OST Field,” and **Kathy Schleyer**, M.S. contributed, “When School and Out-of-School Time Intersect” in the February 2015 and March 2015 issues, respectively, of *Youth Today’s* online OST Hub. Both pieces are available online at www.youthtoday.org.

Black History Month in Germany

Layli Maparyan, Ph.D., Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers

for Women (WCW) and Professor of Africana Studies at Wellesley College, engaged with diverse youth groups in Berlin, Germany in January 2015 to discuss the meaning of Black History Month and how it can cultivate social change leadership, not only in the U.S. but also around the world. Sponsored by the U.S. Embassy Berlin, the week-long tour offered Maparyan the opportunity to deliver a lecture, "Building Cultures

of Inclusion Across Race, Ethnicity, and Religion: Comparing Notes Across the U.S. and Germany and Cultivating Social Change Leadership," and

engage in discussions with students and faculty of the John F. Kennedy Institute at the Free University; at University of Stuttgart; and at Freiburg University. Within the framework of the "womanism" praxis, Maparyan outlined non-oppositional problem-solving tools and illustrated how simple, personal acts can create amity and inclusion from the personal all the way up to the institutional level. In Bonn, Maparyan presented "A Womanist Perspective on Development" at the University of Bonn/ZEF, and "Building Cultures of Inclusion across Race, Ethnicity, and Religion: Comparing Notes across the U.S. and Germany and Cultivating Social Change Leadership" at Bonn University. Her trip concluded with Black History Month: A Storytelling Evening at Jugendkirche and a community meeting at the Anne Frank Educational Centre.



Layli Maparyan, Ph.D. addresses attendees during a Black History Month presentation in Germany.

Depression Prevention and Obstetric Fistula

Although surgical repair of fistula is associated with improvements in women's quality of life and mental health, researchers have found even after being treated surgically to repair their fistula, many women still have difficulty engaging in family and community life. **Tracy Gladstone**, Ph.D., Senior Research Scientist and Director of the Stone Primary Prevention Initiatives at WCW, traveled to Gondar, Ethiopia where she trained nurses to implement a new evidence-based depression prevention program being piloted at the University of Gondar Fistula Center. After initial planning meetings in Spring 2014, Gladstone and her team conducted onsite interviews in December with clinicians as well as patients who shared their knowledge about fistula; they talked about their current social support and coping strategies and expressed an interest in learning skills to manage their worries and feel better. After developing a protocol, Gladstone returned to Ethiopia in March 2015 and trained the clinicians (pictured below), providing follow-up support via web-based communications as the hospital team readied for implementation. This spring, data from the first two cohorts who took part in the cognitive behavioral therapy program, and from the clinicians who led the initiative at the hospital, have resulted in promising positive outcomes—depression symptom scores decreased substantially.



Further program details will be included in the Fall/Winter issue of the *Research & Action Report*.

Prevention of Child & Adolescent Depression in Latin America

Tracy Gladstone, Ph.D. also traveled to Santiago, Chile in April 2015 where she presented at the inaugural symposium on the Prevention and Early Interventions in Mental Health focused on "Prevention of Depression: Translating Research Into Practice." This is the first version of a series of biennial conferences that aims to develop new and/or updated strategies and action plans, and seek to broaden the support for evidence-based prevention and promotion in mental health in Chile and Latin America; it was organized by the Child And Adolescent Psychiatry Unit, Department of Psychiatry, University of Chile. Gladstone presented on the CATCH-IT program which utilizes an internet-based interactive system to prevent the onset of a depressive episode in at-risk teens.

Women's Studies and Women in Academia

Peggy McIntosh, Ph.D., founder of the National SEED Project on Inclusive Curriculum (Seeking Educational Equity & Diversity) presented at a conference on women's studies in China and other parts of the world held at Capital Normal University in Beijing, June 26-28, 2015. This program was hosted by The Center for Studies in Chinese Women's Culture, the Forum on Women's Literature in Chinese, and the Women's Literature Commission of the China World Association for Chinese Literatures. McIntosh delivered a keynote speech at the opening ceremony of the conference which focused on women's studies.

Scholars at Umea University in Umea, Sweden, have found McIntosh's work on "Feeling Like a Fraud," which she presented in Umea in 1995, to be relevant to the present situation of women in academic situations in Sweden. At the invitation of two sociologists, McIntosh wrote a piece on her current and ongoing reflections about "Feeling Like a Fraud," which will be published in their anthology to be published in Sweden in 2016.

New Connections

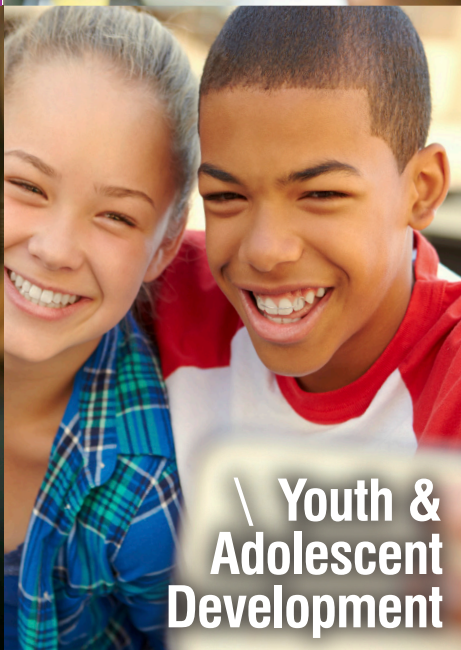
The Wellesley Centers for Women (WCW) hosted Elizabeth Jaeger, Ph.D., Visiting Associate Professor of Psychology at the University of the Virgin Islands (UVI) and Director of Quality Services with the Department of Human Services in the Office of child Care and Regulatory Services in the U.S. Virgin Islands (USVI) in February 2015. During her meeting with WCW scholars and staff, she discussed "The Ecological Context of Early Care and Education in the USVI." **Joanne Roberts**, Ph.D. and **Wendy Wagner Robeson**, Ed.D, Senior Research Scientists, traveled to USVI the following month to do training with a research team from UVI on a much-used environmental measure in center-based programs on St. John and St. Thomas.

A delegation from Ashoka University, India visited the Wellesley Centers for Women in May 2015. Madhavi Menon, Ph.D., professor of English at Ashoka; Banita Shastri, Ph.D., Dean of Undergraduate Programs at Ashoka; and Harshbeena Zaveri, Managing Director and President NRB Bearings, Limited, and one of the founders of Ashoka, discussed "Building a Center for Gender and Sexuality Studies in India from the Ground Up," with colleagues from WCW and Wellesley College.

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Berkeley High School students in Berkeley, CA who are working to stop sexual harassment in their school, joined Nan Stein, Ed.D., Senior Research Scientist at the Wellesley Centers for Women, in proclaiming, "A world that is good for women is good for everyone."™